

Module 7

Safety in the Workplace

Professional judgement should be used to determine the relevance and timing of the following suggested activities.

7.1 The Why and Who of Workplace Safety

Role-play simple work scenarios where students undertake employer/employee roles to demonstrate their understanding of safety responsibilities.

Examples

- You are an employer who has just bought a new lawnmower. The person you employ to mow the grass doesn't know how to use the mower. What is your responsibility to your employee?
- You are the employee. Your employer has just shown you how to use the mower. What is your responsibility?
- You are the employee. The employer has just given you the lawnmower without any instructions. What should you do?

7.2 WorkCover

Arrange for a WorkCover representative to come to the school and speak to the students.

Visit the WorkCover bookshop in the city or view materials at your nearest WorkCover office.

7.3 Making Yourself Safe

Discuss meaning of 'Where there's risk, pause and think.' What other safety sayings can students think of?

Have students design and make a poster featuring an important saying.

SAM or FCF Safety Strategy

Create a potentially hazardous situation in your classroom, e.g. a ladder leaning against a window, or identify a potentially hazardous situation around your school. Discuss the hazard. Ask your students to assess the risk and then change the situation to make it safe.

Have students design and make a poster featuring SAM or FCF.

Create credit card-sized reminders of the safety sequence for students' wallets.

7.4 Common Hazards

Note: The WorkCover website (<http://workcover.cadre.com.au>) and the *Start Safe* CD-ROM are excellent resources for this section.

Manual Handling

Locate commercial resources demonstrating correct manual handling techniques, with emphasis on back care. Discuss the correct way to lift, push, pull and hold objects.

Demonstrate correct manual handling techniques. Have students practise these.

Invite a workplace supervisor, employer or employee who has expertise to provide a practical perspective to safe manual handling.

Have students design and make a poster featuring safe manual handling.

Hazardous Substances

Play the WorkCover NSW CD-ROM, *Hazardous Substances Multimedia Roadshow*.

Jointly collect a range of hazardous substances from around your house and school, e.g. cleaning fluid, dishwasher powder. Examine and discuss how the information on each product is displayed. Discuss the words and symbols used to indicate that the product is hazardous. Have students demonstrate safe handling procedures for these products, e.g. wearing gloves, breathing masks.

Invite a workplace supervisor, employer or employee to provide a practical perspective to safe handling of hazardous substances.

Discuss the strategies students might use to:

- identify a potentially hazardous substance
- check whether it is a hazardous substance
- find out safe handling practices.

Obtain a material safety data sheet to show students.

Have students design and make a poster featuring the safe use of hazardous substances.

Noise

Discuss ways by which machinery noise could be reduced (e.g. reducing vibration by making sure surface is level and covered with a soft substance such as vinyl).

Have a pair of earmuffs available for students to try on. Make various noises with and without the use of hearing protection to highlight the difference. Repeat the process with disposable earplugs.

Have students try to hear conversation or music with hearing protection on. Indicate that this experience simulates damaged hearing capacity.

Discuss ways by which employers and employees could encourage the regular use of hearing protection.

Have students design and make a 'Remember — lost hearing is gone forever' poster.

Electricity

Using two double adaptors, demonstrate 'piggy backing'. Discuss why this is dangerous. Have students inspect power points around the school and report any damage. Likewise, have students inspect extension leads and power cords for appliances around the school.

Jointly identify the school's main power source.

Have students design and make a poster featuring the safe use of electrical equipment.

Mechanical Equipment

Arrange an excursion to a local industry where protective clothing and equipment is regularly used. Alternatively, arrange a school visit by a person from local industry who uses protective clothing and equipment; have the person demonstrate its use. If possible, have students try on some of this equipment.

Have students design and make a poster reminding workers to use personal protective equipment.

7.5 Workplace Health and Safety Laws

Have students investigate the safety systems operating at their current workplace learning site.

7.6 Health and Safety Committees and Representatives

Arrange for the school's health and safety representative to address the class and talk about how OH&S is planned for and implemented at school.

Have the class or small groups 'tour' the school and identify potential OH&S concerns.

Conduct an election for a health and safety representative for your classroom. Discuss what this person's role would be, and how they would report to 'management'. Discuss appropriate ways for students to report health and safety issues to their representative.

Group students into pairs. Give each pair a 'hazard card' which describes a hazardous workplace situation. Tell the students to identify the hazard, assess the risk, and be prepared to present their concern to their safety representative. The safety representative should then come out to the front of the class. One by one, the pairs report their concerns. Where necessary, intervene to correct or highlight points.



Hazard Cards

Hazard Card Aaron is a plumber's mate. He is helping to unblock a sewerage pipe. He can't find his gloves.	Hazard Card Tasha works at home, sewing garments together. She is doing a rush order and has been working ten hours straight.
Hazard Card Sam works for a fencing contractor. His boss has driven into town. In the meantime, he's asked Sam to drill holes in some metal posts.	Hazard Card Britt has special chlorine bleach to clean a hotel's bathrooms. Because it is hot, she wears a singlet and shorts. She has no eye protection.
Hazard Card Zac works with a local handyman. He is about to climb a ladder to clear a house gutter. It is starting to rain.	Hazard Card Rani delivers leaflets in her neighbourhood. Her backpack is very full, and her shoes are too tight.

7.7 Problem-solving

Provide the scenario of a workplace learning student or a young employee becoming aware of an unsafe work practice. Role-play the approach that might be taken to resolve the problem. Develop the role-play so that students have experience in different levels of resolution. For example, the supervisor might resolve it straight away; the health and safety representative might become involved; WorkCover may need to be consulted. The scenarios should develop students' understanding of when refusing to work would be an appropriate step to take.

7.8 Accidents

Have students design and make a poster of the steps that an individual should follow if they have an accident at work.

Have students design and make a poster of the steps to follow if someone else has an accident (RACE).

By role-play, rehearse these steps in the classroom, to ensure that students understand them.

Visit a work site and have the health and safety officer tell the students the accident procedure on that site.

Appendix: Workplace Safety Literacy

Using Safety Signs in the Workplace

All students require awareness of safety signs in the workplace and in the general community. Professional judgement should be used to determine the structure and duration of these teaching and learning activities. The students' need for support in reading will indicate the nature of these activities. Activities may range from awareness-raising to the teaching of sight words commonly encountered during workplace learning.

Teaching Safety Sight Words

General Principle

Reinforce the message that workplace safety signs are there to help you to remember to use safe ways of working.

Materials

- Safety signs and stickers
- Photos of common workplace safety signs
- Checklists of targeted words, with space to record responses

Prerequisite Concepts and Skills

Ability to:

- discriminate between different signs
- gain meaning from symbols and/or text
- recognise same sign in different locations
- use signs to cue behaviour.

Assessment of Student Understanding

- Show or point to the sign.
 - What is happening here?
- Ask appropriate questions, e.g.:
 - What does this say?
 - What does this mean?
- Record responses.

Safety Sight Words Teaching and Learning Activities

- ➡ Programming should plan for the maintenance and generalisation of the targeted safety sight words (see following pages).
- ➡ Provide frequent practice in reading and interpreting signs that are common to many work sites and/or specific to a student's workplace learning site.
- ➡ Conduct regular assessment to determine if students can read a word on sight and understand its meaning.
- ➡ Draw, cut out, trace around, and/or colour in copies of signs.
- ➡ Make an inventory of areas around the school that would benefit from safety signs.
- ➡ Make and place signs at appropriate locations. Use a variety of modes to create the signs, e.g. computer-generated, photocopier-enlarged, hand-drawn and coloured.
- ➡ Build an album of photographs of workplace signs. Mix close-ups with images showing the surrounding workplace context.
- ➡ Duplicate signs to play matching games such as Snap and Bingo.
- ➡ Survey workplace signs in the local area, or at a work site.
- ➡ Create a dictionary of safety words.
- ➡ Group signs according to like meanings, e.g. No Entry, No Admittance, Keep Out.
- ➡ Compile and play the board game that follows (pp 52–53).

Flashcards

Create a double set for memory games and the safety game.

DANGER	ENTRY
FIRE EXIT	NO ENTRY
KEEP CLEAR	EXIT
No Admittance	WARNING

FIRE ESCAPE	KEEP OUT
No Smoking	DRIVE SLOWLY
Hard Hat Area	Emergency Exit
DO NOT RUN	HOSPITAL
Keep Clear of Door	Not To Be Taken

ROAD CLOSED	FRAGILE
FIRST AID	Don't Walk
Use Other Door	CAUTION
This Way Out	Flammable Liquid
This Side Up	Emergency

Fire Alarm	Electrical Fires Only
BEWARE	Fire Extinguisher
HIGH VOLTAGE	Poisonous
WAY OUT	Live Wires

Handle With Care	No Smoking
Explosives	No Admittance
Closed For Repairs	Out Of Order
DETOUR	No Trespassers

The Safety Game

See who can be the first safely home!

Roll the dice and move around the board to test your word skills.

You will need:

1 dice

4 counters

1 set of flashcards.

Symbols

◆ 1 flashcard.

If correct, move ahead 1.

■ 2 flashcards.

Move ahead by the number correct.

● 3 flashcards.

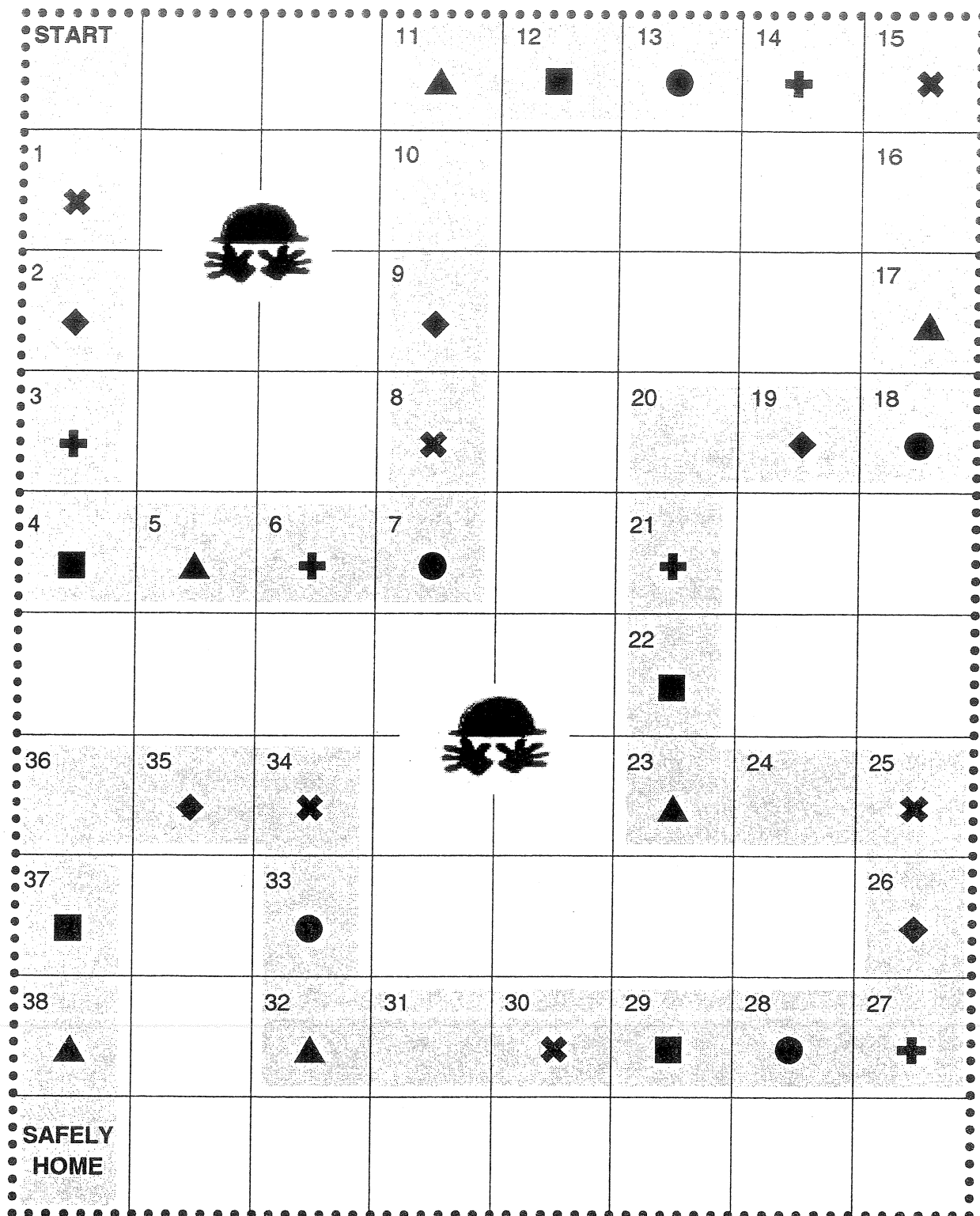
Move ahead by the number correct.

▲ Hazard area; go back to nearest clinic.

⊕ Clinic

✕ Do not enter.

Lose a turn.



Can you make your way safely home?

the safety game

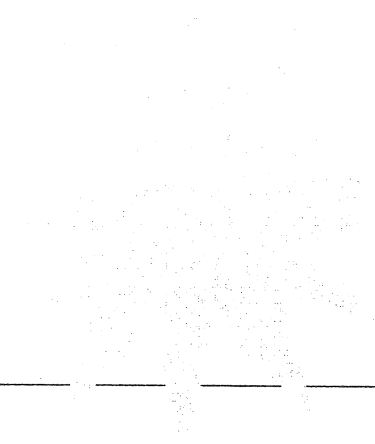
Student Safety Resources for Workplace Learning

Student Handout: Workplace Learning Safety

It is important to understand the basics of safety prior to attending a workplace learning experience.

The following information should be reviewed before commencing a new workplace learning experience. Ideally, employers will provide safety training during an orientation period. Review the following information to provide an overview on job safety.

1. If you believe a job task or environment is unsafe, or if you have any question at all about safety, talk to your supervisor immediately. It is better to be safe than sorry.
 2. If you are injured, talk to your supervisor immediately. It is your responsibility to report the injury. Failure to report an injury to a supervisor could make it difficult to make a compensation claim. If a co-worker is injured and does not report it, you should talk to your supervisor.
 3. Never run, jump, or engage in horseplay. Walk at all times. Be careful going through doors. Moving about in an uncontrolled fashion increases the chance of accidents. Falling is one of the most common accidents on the job.
 4. Keep your work area clean. Leaving papers, litter, garbage, boxes and other debris increases the chance of people tripping and falling.
 5. If you are asked to use some type of machinery, make sure you understand how to use it, the hazards of using it, and the protective clothing needed. Do not touch or use any equipment that you have not been trained, or given permission, to use. Be aware that long hair, loose clothing and dangling jewellery can get caught in any type of machinery. If you are unsure about anything, talk to your supervisor.
 6. If you are asked to use a product that might be hazardous, make sure you know about the hazards and how to protect yourself. Any type of cleaning product contains some type of chemical that could be hazardous if used improperly.
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7. Be aware of flammable materials. Any area that has solvents such as oil, gas and paint thinner, or has paper, cloth, and other materials that can catch on fire, needs to be approached with caution.
 8. If your job requires you to lift things, take the following precautions:
 - Lift with your legs (get instruction from your supervisor if necessary).
 - If something is heavy to lift, ask for help.
 - Be careful when lifting items over your head or stacking things above your head.
 9. Stay away from contact with body fluids (blood, saliva, urine etc). If you are required to clean up body fluids, take universal precautions. If you have not been instructed on universal precautions, ask for training.
 10. Know what action to take during an emergency. Pay attention during emergency drills so that you know the routes to take when leaving an assigned area to go to a safe place.
 11. Observe all safety signs in the workplace. They are put there for a reason.
 12. If you experience sexual harassment, tell the person responsible that the behaviour is unacceptable to you, and ask them to stop. If they do not stop offending you, explain the problem to your immediate supervisor.
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Safety During Workplace Learning

What health and safety provisions have you seen at work?

Have you been given any safety instructions?

Yes / No

If yes, what are they?

List three things you might need to be careful about at work.

Who would you tell if you were worried about a safety issue at work?

List three types of injuries that would be serious enough to report to your supervisor at work.





Module 8

Workplace Communication

Professional judgement should be used to determine the relevance and timing of the following suggested activities.

8.1 Interpersonal Communication Skills

Body Language

Tape segments of television shows from various sources. Sources could include a comedy, mystery movie, news broadcast, soap opera or cartoon. With the sound turned off, have students look for any body language cues that express how the characters feel. Record their interpretations, then jointly compare how the voices and words correspond to these interpretations.

Play a form of charades, giving an individual or small group an emotion to express.

Look for pictures or take pictures that convey different feelings, e.g. anger, boredom, frustration. Have students guess what emotion the people in the pictures are feeling.

Eye Contact Activity

Divide the students into pairs. Have students, or a teacher–student combination, model each activity component first.

- Students sit back-to-back. Student A talks to student B about a favourite hobby, sport or interest. Afterwards, ask student B:
 - How did you feel talking to someone you couldn't see?
 - What was difficult about talking in this way?
 - What did you feel like doing?
- Retain the pairs, this time with the students facing. Student B talks to student A about a favourite TV show. Student A ignores student B — for example, by looking at the floor or ceiling, playing with papers or keys, or taking an interest in other distractions. Afterwards, ask:
 - How did student B feel?
 - How did student A feel?

- What does this type of behaviour indicate about the listener?
- Which was worse — having the person's back to you, or having them see you but ignore you?
- Maintain the pairings. The students stand and face each other, two to three steps apart. Student A tells student B about a favourite pet, movie etc. Student B looks directly back at student A in an interested manner, asking questions. Afterwards, ask:
 - How was this different from the previous activities?
 - How did you feel?
 - In what ways was this a better form of communication?

Using Your Voice

Giving the Right Impression

Arrange students in pairs. Each student uses a conversation card (see below). This activity should be modelled, with a student being A and a teacher B. Each of the four optional tones should be modelled.

One student is to be A, the other B. (They can swap roles.) A is a neutral character; B is to respond in one of the four tones indicated on the card. The conversation is then repeated, with B adopting another tone, and so on.

The following questions should be considered after each conversation:

- How did you feel about this conversation?
- Did this conversation give the right impression?
- What attitude(s) did the two people have?
- How can the way things are said change the meaning of a conversation?

Students with support needs in literacy may need more support in this activity. Natural, improvised conversation could be used instead of the scripts — the objective here is for students to connect the way they speak with others' impressions of them.

Conversation Card 1

(A is neutral; B responds in one of the following tones: bored, annoyed, impatient, interested. Use a different tone each time.)

- A: Hi, [B's name], how are you?
 B: Hi. I'm fine, thanks.
 A: Having a good day?
 B: Oh, you know — average.
 A: I'd like you to take this to Mark on the sixth floor.
 B: Yeah, sure; no problem.

Conversation Card 2

(A is neutral; B responds in one of the following tones: bored, annoyed, impatient, interested. Use a different tone each time.)

- A: Good morning, [B's name]. Are you busy?
B: Oh — morning ... yes, a little. Why?
A: We need to have a staff meeting.
B: That should be okay; what's it about?
A: New safety rules.
B: What time is the meeting?
A: Three o'clock.
B: See you then.

Conversation Card 3

(A is neutral; B responds in one of the following tones: bored, annoyed, impatient, interested. Use a different tone each time.)

- A: Hello, [B's name]. Do you have a minute?
B: Oh, hi [A's name] — not really. Why?
A: I was hoping to discuss a problem with you.
B: About work?
A: Sort of.
B: I should be finished this in about half an hour. Could we talk then?
A: That should be fine. Thanks.
B: Glad to help.

Conversation Card 4

(A is neutral; B responds in one of the following tones: bored, annoyed, impatient, interested. Use a different tone each time.)

- A: Good morning, [B's name]. How are you?
B: Good morning. I'm well, thanks.
A: We're very busy at the moment, aren't we?
B: You could say that.
A: Would you mind working some overtime next week?
B: It's not really possible. There's a lot happening at home.
A: You'll be paid, of course.
B: Sorry — I just can't help out this time.

Conversation Card 5

(A is neutral; B responds in one of the following tones: bored, annoyed, impatient, interested. Use a different tone each time.)

- A: Hello, [B's name]. Would you like to have lunch with us today?
B: Who is 'us'?
A: Me, Karen, Jeff, Kheng — I'm not sure who else.
B: Where do you usually eat?
A: In the canteen.
B: I guess I could.
A: That's great. We'll see you at lunch.
B: Thanks.

Personal Space

Too Close for Comfort?

Ask for volunteers to demonstrate this activity first. Have students work in pairs (preferably same-sex). The pairs agree on a topic of conversation. They hold the conversation, standing:

- three steps apart
- two steps apart
- one step apart
- very close (half a step apart).

Afterwards, ask:

- At which distance did you feel most comfortable when conversing? Why?
- At which distance did you feel most uncomfortable? Why?

8.2 Verbal Communication

Understanding Directions

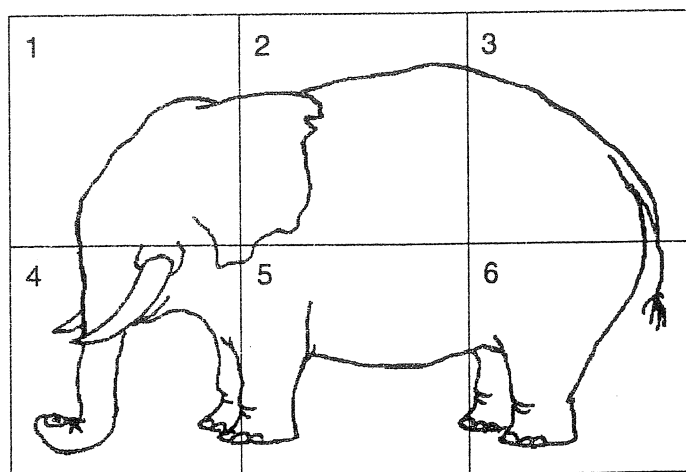
Drawing an Elephant

This task will be quite difficult. Its purpose is to demonstrate how hard it can be to understand and follow verbal instructions.

Arrange students into pairs. One student receives the sketch (below); the other receives the blank drawing card (facing page). The sketch should be hidden from the drawer's view, and the image should not be identified by name (i.e. 'elephant'). The drawer aims to reproduce the sketch using only verbal directions from the student who has it.

At the end of the activity, discuss the difficulties that students encountered. Have students suggest ways in which the task could have been made easier.

Sketch



Drawing Card

1	2	3
4	5	6

Messages

Arrange students into pairs. Using an instruction card (below), one student reads out a set of instructions to their partner. The listening student may ask for any instruction to be repeated, or take notes. Finally, this student is to repeat the instructions back. (You may need to take on the role of reader in this activity.)

You can enable students to receive additional message-taking practice by asking individuals to take and deliver messages to school personnel.

Instruction Card 1

(Read these instructions to your partner. Do not to let them see the card. They can ask you to repeat an instruction. At the end, ask them to repeat the instructions back to you.)

Go to my office.

In the tall filing cabinet, get the keys from the third draw.

Take the keys to Harry Joseph in the warehouse.

Tell him to ring me if there are any problems.

Instruction Card 2

(Read these instructions to your partner. Do not to let them see the card. They can ask you to repeat an instruction. At the end, ask them to repeat the instructions back to you.)

Phone Paul Jasper on 9876 1234

Ask him to fax me the details of our meeting for next Monday.

Our fax number is 02 9567 5432.

Tell him I'm looking forward to meeting with him.

And ask him to ring me if there are any changes.

Instruction Card 3

(Read these instructions to your partner. Do not to let them see the card. They can ask you to repeat an instruction. At the end, ask them to repeat the instructions back to you.)

Could you get my lunch for me, please?

I'd like a salad roll, no butter ...

... a chocolate milkshake, made on skim milk ...

... and a blueberry muffin heated up.

Here's \$10; put the change in the bag with the roll.

Thanks.

Instruction Card 4

(Read these instructions to your partner. Do not to let them see the card. They can ask you to repeat an instruction. At the end, ask them to repeat the instructions back to you.)

Could you go down to the corner shop and buy:

two lemons, two passionfruit, one packet of self-raising flour, one packet of castor sugar, one packet of dessiccated coconut, 250 grams of butter and a tin of condensed milk.

Thanks.

Instruction Card 5

(Read these instructions to your partner. Do not to let them see the card. They can ask you to repeat an instruction. At the end, ask them to repeat the instructions back to you.)

Deliver this memo to every supervisor.

Have them initial next to their name on this sheet to show they've seen it.

When you've seen all the people listed, return the sheet with their initials on it to me.

Instruction Card 6

(Read these instructions to your partner. Do not to let them see the card. They can ask you to repeat an instruction. At the end, ask them to repeat the instructions back to you.)

Tell Cynthia that Graham phoned her.

Also, Sylvia needs to know that Russell doesn't have time for lunch.

And Roger needs to know that Grace won't be in today.

Instructions, Compliments and Interruptions

Hello, Well Done and Excuse Me for Interrupting

This game is designed to help students practise greetings, compliments and interruptions.

- Have students walk around the room to your clapping or to music.
- When the music (or clapping) stops, they turn to the nearest person and greet them. Repeat the process five times.
- At the end of the fifth pause, explain that, for the next greeting, one student is to pay the other a compliment, such as 'You're looking well.' The other student is to accept the compliment. Repeat this process five times.

Check that students are interrupting appropriately.

Asking Questions

Brainstorm the types of work situations in which you might need to ask a question. Compile a list of questions that might need to be asked. Have the students perform structured role-plays in which they ask these questions, considering:

- who is the best person to ask
- when would be a good time to ask
- whether clarification or further questioning is required
- how to thank the person for their help.

Students should be guided towards a range of questions, from those which are simple and easily answered to more complex questions that involve negotiation skills. Questions involving negotiation will necessitate a more interactive approach, in which the questioner may need to respond and follow up with further questions. Students should be able to ask simple questions confidently before attempting more difficult ones. Practise role-plays in which the questioner does not end up with the response they would like. Discuss strategies for dealing with such situations, for example the possibility of asking a more senior person (if appropriate), finding a different solution to the problem, or perhaps accepting an unfavourable outcome.

Accepting and Giving Criticism

Activity Cards

Use these cards as discussion starters. Students can work with a partner, in a group or in a whole-class context. The cards present situations in which an employee is being criticised. On the back of each card is a series of questions to consider. (Note: Cut and glue the questions onto the reverse side of the accompanying card.) Students should be prepared to present their ideas to the class.

Handling Criticism

Card 1



Questions

1. What is happening in this picture?
2. Suggest a better way for the supervisor to address Sam.
3. What would be the best response for Sam to make?
4. Are any apologies needed? If so, what should be said by whom?

Handling Criticism

Card 2



Questions

1. What is happening in this picture?
2. Suggest a better way for the supervisor to address the worker.
3. What would be the best response for the worker to make?
4. Are any apologies needed? If so, what should be said by whom?

Handling Criticism

Card 3



Questions

1. What is happening in this picture?
2. How has the employer addressed Rita? How would you feel if you were spoken to like this?
3. How has Rita responded? Is she being reasonable? Why?
4. Suggest a better response that Rita could have made.
5. Are any apologies needed? If so, what should be said by whom?

Handling Criticism

Card 4



Questions

1. What is happening in this picture?
2. Comment on the way the employee has criticised his workmate. Is there a better approach?
3. How has the second employee responded? Is he being reasonable? Why?
4. Are any apologies needed? If so, what should be said by whom?

Apologising

Have students share some real or invented situations in which they felt that one (or both) of the parties involved should have apologised. Use these situations as the basis of role-play in which apologising is practised.

Discuss the possibility that it may be appropriate to apologise in writing. Use a situation discussed above as the basis for an apology letter. Students may require the support of shared or joint construction to write a letter.

Sample Situations

Anna is angry because David drank some of her orange juice from the tea-room refrigerator without her permission. What should David say to apologise? What else could he do?

Ahmed borrows Carl's pricing gun without asking him, and doesn't return it. What should Ahmed say to apologise? What else could he do?

You are late to work because a bad accident delayed your bus. What should you say to apologise?

You are running late for a job interview. Your friend has to drive you, even though this will make her late to work. What could you say to apologise?

You make a mistake at work. This means that the work your employer needs for a customer tomorrow will not be ready. What could you say to apologise?

8.3 Communicating as a Team Member

Team-building Activities

These activities are designed to foster a team spirit among students.

Have teams create posters about TEAMS. They could use the saying:
Together Everyone Achieves More.

Trust Exercises

Trust Walk

Arrange students in pairs. One is blindfolded; the other leads them around, explaining when they approach obstacles, and how to avoid them. To take this activity further:

- the pair could devise movement signals (e.g. a touch on the left shoulder indicating a left turn)
- the blindfolded student could be allowed to move freely, responding only to verbal instructions
- the pair could run together.

Rocking

Groups of 3–4 students surround one student, who stands blindfolded. The blindfolded student is rocked from one person to another. For safety, those surrounding should be quite close.

Fruit Salad Game

This activity needs to be done outside or in a spacious room.

Divide the class into two equal teams. Sit the teams down in two straight lines. Each student should have someone facing them, directly opposite. Students sit with legs outstretched and feet touching. Each should be at least an arm's length from the student on either side.

Each facing pair selects a type of fruit.

Explain that each line is a team. When their fruit is called, rival students will have to race from where they sit to selected point, return around the back of their team's line and then through the middle of the lines to return to their place. When 'fruit salad' is called, everyone gets up and runs!

Going to the Ball

For this game, you will need butchers'/crepe paper, scissors, tape, glue and coloured markers — or costumes from the drama department.

Arrange students into groups of four or five. Each group's goal is to come up with an outfit to send Cinders or Prince Charming to the ball. One of the group takes the role of Cinders or Prince Charming. In cooperation with the rest of their group, they plan the outfit. It can include any accessories they can make from the resources given, and must be as original as possible. (Put a time limit on the activity, say 20 minutes.)

Afterwards, each group parades its creation, and the class selects the best. Ask:

- How was teamwork important?
- Did you have any problems working as a team?
- How did you resolve these problems?
- What did you learn that could help you in a work situation?

Mime

Divide the students into groups of three or four. Each group is given, or selects, a movie or song title. Each group finds a quiet space to collaboratively plan its mime. The presentations must involve each member. In turn, each group performs its mime, while the others try to guess the title.

We Want Work!

Introduce this activity by miming a type of work and inviting the students to guess the work being portrayed. Each group of two to five players then secretly selects a work activity and plans a mime to present to the rest of the class. The presentations must involve each member. In turn, each group performs its mime, while the rest of the groups try to guess the type of work.

8.4 Written Communication

Students should practise writing down message details on a message pad. (Copy the samples over the page to support this.) The messages below could be read out by you or delivered in a role-play, where students work in pairs — possibly with mock phones. Students will need a copy of the procedure card below, and a notepad. (If working in pairs, they will also need a copy of the messages.)

Taking Messages: Procedure Card

When taking a message:

- Say that the person being asked for is out of the office or not available.
- Have a notepad and pen handy.
- Ask the caller for their name, including the spelling. If they want to be called back, ask them for their phone number.
- Ask what message they would like to leave.
- Repeat all the information back to the caller.
- Thank the caller and tell them you will deliver the message.

Messages

Conceal these messages from the students who will take and record them.

- 1) Ask for: James Homer
You are: Rose Johnson
Your message: You will call back later.
- 2) Ask for: Laine Ashton
You are: Jane from Parcel Express
Your phone number: 9901 7829
Your message: Let Laine know that her parcel has arrived. She can collect it at any time, but she must bring two forms of identification with her.
- 3) Ask for: Harry Turner
You are: his wife
Your message: He has to get his own dinner tonight, and to call you at work.
He has the number.
- 4) Ask for: Graham Killeen
You are: Jaclyn from Victory Finance
Your number: 9812 7333
Your message: Let Graham know we have received his application, but we have to send it back as he has not signed two of the pages.

Sample Message Pads

<p>☎ While you were out ... Message to Date Time.....</p>	<p>☎ While you were out ... Message to Date Time.....</p>
<p>From (Name)..... Of Phone.....</p>	<p>From (Name) Of..... Phone.....</p>
<p>Message <input type="checkbox"/> Phoned <input type="checkbox"/> Will Ring Back <input type="checkbox"/> URGENT <input type="checkbox"/> Please Ring </p>	<p>Message <input type="checkbox"/> Phoned <input type="checkbox"/> Will Ring Back <input type="checkbox"/> URGENT <input type="checkbox"/> Please Ring </p>
<p>☎ While you were out ... Message to Date Time.....</p> <p>From (Name)..... Of Phone.....</p> <p>Message <input type="checkbox"/> Phoned <input type="checkbox"/> Will Ring Back <input type="checkbox"/> URGENT <input type="checkbox"/> Please Ring </p>	<p>☎ While you were out ... Message to Date Time.....</p> <p>From (Name) Of..... Phone.....</p> <p>Message <input type="checkbox"/> Phoned <input type="checkbox"/> Will Ring Back <input type="checkbox"/> URGENT <input type="checkbox"/> Please Ring </p>

8.5 Conflict Resolution

The following conflict resolution activity includes the skills of negotiation, and requires an understanding of the chain of command.

- Students work in groups of three or four.
- Each group selects, or is given, one conflict card.
- The group reads each card carefully, and works out ways to solve the problem.
- Groups report their ideas back to the class.

Conflict Card 1

People have been smoking in the toilets during breaks, leaving ash and butts on the toilet floor. This is very unhygienic, and it is a smoke-free building. You suspect your supervisor is one of these smokers.

Who should you approach? What should you say?

Conflict Card 2

Julie and Zia have been put in charge of the staff Christmas party. Zia wants to order coke, pizza and a jukebox and have the party in the cafeteria, while Julie wants to organise a dinner in an expensive restaurant.

What could they do to help them decide? Who could they talk to?

Conflict Card 3

Cleemonce and Lara cannot agree on where to put some new stock. Cleemonce is beginning to get annoyed with Lara, who doesn't seem to be listening to her suggestions.

What can these young women do to resolve their conflict? Might it be necessary to approach somebody else? If so, who — and how could they help?

Conflict Card 4

Sylvia has heard from Karen that Greg, her supervisor, has been saying she is hopeless at her job, and really lazy. Sylvia is very upset by this, and wants to confront Greg. She is ready to tear strips off him!

What should Sylvia do before approaching Greg? What would be the best way to resolve this situation? Should anyone else be involved? Why?

Conflict Card 5

Taran has arrived at work to find that Mika has taken her chair. When she asks Mika to give the chair back, Mika says: 'This isn't your chair; your name's not on it.'

What can Taran do to resolve the conflict? At what point would it be necessary for Taran to involve others in this conflict?

8.6 Communicating with Customers

Customer Service Role-plays

Outline the responsibilities of a customer service assistant. Model an appropriate interaction, with a student taking the role of customer service assistant.

Use the customer service cards below to structure role-plays, giving consideration to student's support needs.

Customer Service Card: Face-to-Face

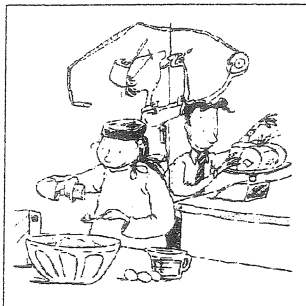
- Approach the customer and ask if you can help them
- If they say they are 'just looking', leave them to look; if they say 'Yes, you can help me', listen to what they ask for, and be ready to answer their questions.
- Answer questions in a way that is direct and friendly (for example: 'Yes, we have those in all colours.')
- Once the customer has selected their purchase, direct them to the cashier, or handle the sale yourself (if it is part of your responsibility).

Customer Service Card: On the Phone

- Answer the phone as promptly as possible.
- Greet the customer suitably. Give the company or department name, and your name.
- Stop what you are doing and concentrate on this customer.
- Speak clearly and not too fast. Use a friendly tone.
- If you cannot help the customer, try to find someone who can. If no one is available, take a message and tell the customer that someone will call them back.
- If you can help, be efficient and courteous. Get the information the customer wants as quickly as you can.
- End the call politely.

Customer Service Card: Complaints

- Stop what you are doing and listen to the customer.
- Don't become defensive or annoyed.
- Show that you understand the problem.
- Decide whether you can handle the complaint yourself, or if you need a supervisor. If you don't need a supervisor, follow your organisation's complaints procedure.
- If necessary, explain the situation to your supervisor in front of the customer.
- Let the supervisor handle the complaint from this point.



Module 9

Workplace Numeracy

Professional judgement should be used to determine the relevance and timing of the following suggested activities.

Check the assumed prior knowledge and skills needed for the numeracy areas covered. Some students may first require learning experiences that address areas of need — for example, less complex timetable reading prior to undertaking section 9.3.

9.1 Measurement in the Workplace

The appendix to these activities contains a measurement assessment that will indicate students' capabilities in the areas covered. Students needing literacy support may require a reader and/or writer for the assessment.

Revise numeration skills if needed, in particular those for working in the metric system. For example, students need to be able to recognise, understand and write numbers beyond 1000, numbers involving fractions and numbers to at least two decimal places.

Demonstrate the accurate use of the appropriate measuring tool before students undertake the practical measurement tasks.

Provide regular practice to develop students' independence in the selection and accurate use of the measuring tools in this section.

Provide regular revision of the measurement nomenclature used.

Liaise with Mathematics, TAS and VET teachers so that the measurements and measuring tools being developed are addressed cohesively and in practical situations wherever possible.

Brainstorm and investigate the types of measurement and calculation skills needed for jobs or VET courses that interest the students.

Through the individual planning process, identify the measurement skills that are needed for a particular workplace learning experience or VET course. The identified skills may be developed through practice at home or school.

Further develop the concept of weight and mass by using a spring balance to compare the difference between the weight of an object in air and in water.

9.3 Getting to and from Work

Students may require learning experiences to develop time-reading skills in digital, analog and 24-hour modalities.

Students may require community-based learning experiences to develop independent travel skills for local, then extended, journeys. These experiences should include assisting students to identify and use facilities such as the ticket office, TVM, entry and exit barriers (ticket insertion), major indicator board, platform indicator boards and public address announcements.

Assist students to develop timetable-reading skills. These learning experiences may need to range from extracts to full timetables.

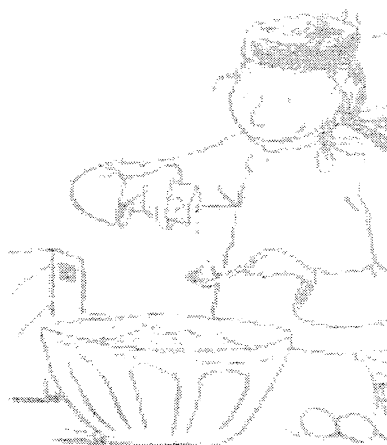
Have students plan journeys — identifying routes, modes of travel and times involved.

9.4 Getting Paid for Work

Have students collect and read 'positions vacant' advertisements to identify systems of payment for various jobs.

Collect a variety of pay advice slips. Have students read and interpret the information shown. Compare and contrast the formats of different pay slips.

Using information from the 'positions vacant' advertisements collected and other relevant scenario information, have students design pay advice slips for various jobs.



Appendix: Measurement Assessment

Name: _____

Date: _____

Linear Measurement

1) *Informal units*

About how many paper clips long are these lines?

Answer: _____

Answer: _____

2) *Ordering of set lengths*

Number the lines from 1–4, with 1 the shortest and 4 the longest.

Number: _____

Number: _____

Number: _____

Number: _____

3) *Awareness of need for standard metric units*

Why do we have measuring units such as metres?

4) *Identifying appropriate unit of length — metres*

Circle the items you would usually measure in metres.

football field

book

computer

aeroplane

matchbox

5) *Identifying appropriate unit of length — centimetres*

Circle the items you would usually measure in centimetres.

pencil

road

rubbish bin

plate

bus

tic tac

6) *Identifying appropriate unit of length — millimetres*

Circle the items you would usually measure in millimetres.

width of a drawing-pin head length of a shoe width of a desk length of a staple

7) *Indicating relationship between metres, centimetres and millimetres*

How many centimetres in a metre? _____

How many millimetres in a centimetre? _____

How many millimetres in a metre? _____

8) *Producing abbreviations for linear units*

What are the abbreviations for:

• centimetre _____

• metre _____

• millimetre _____

9) *Converting between units of length*

How many centimetres in one metre? _____

How many millimetres in 50 centimetres? _____

How many millimetres in half a metre? _____

How many millimetres in four centimetres? _____

10) *Selecting the appropriate measuring unit*

Write the best unit of length for measuring the following items — metres, centimetres or millimetres.

book _____ path _____ postage stamp _____

truck _____ match _____ shoelace _____

11) *Using the centimetre*

Measure these lines and write your answer in centimetres.

Answer: _____

Answer: _____

12) *Producing given lengths in centimetres*

Draw a line that is 6 centimetres long.

Draw a line that is $8\frac{1}{2}$ centimetres long.

Draw a line that is 7.5 centimetres long.

13) *Using the millimetre*

Measure these lines and write your answer in millimetres.

Answer: _____

Answer: _____

14) *Producing given lengths in millimetres*

Draw a line that is 15 millimetres long.

Draw a line that is 80 millimetres long.

Draw a line that is 32 millimetres long.

Draw a line that is 68 millimetres long.

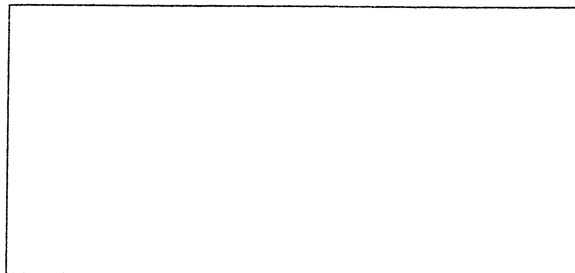
15) *Calculating perimeter and area*

What is the perimeter of this rectangle?

Answer: _____

What is its area?

Answer: _____



Measurement of Mass/Weight

1) *Informal units*

Circle the items that would weigh about the same as a computer disk.

pen dog book pencil 5-cent coin

2) *Ordering of different weights/masses*

Number these items from 1–4, with 1 the lightest and 4 the heaviest.

bed _____ pencil _____ truck _____ cat _____

3) *Awareness of need for standard metric units*

Why do we have measuring units such as the kilogram?

4) *Identifying appropriate unit of mass — kilograms*

Circle the items whose weight you would measure in kilograms.

lolly table pen person tiger

5) *Identifying appropriate unit of mass — grams*

Circle the items whose weight you would measure in grams.

biscuit packet dog tube of toothpaste truck coffee jar

6) *Indicating relationship between grams and kilograms*

How many grams in a kilogram? _____

7) *Knowing abbreviations for mass units*

What are the abbreviations for:

kilogram _____ gram _____

8) *Converting between units of mass*

How many grams in half a kilogram? _____

How many grams in a quarter of a kilogram? _____

How many grams in $1\frac{1}{2}$ kilograms? _____

How many kilograms is 2500 grams? _____

9) *Selecting appropriate unit of measure (gram or kilogram)*

Write the best unit of measurement for the mass of each item listed — grams or kilograms.

tea bag _____ truck _____ large bag of potatoes _____

packet of chips _____ child _____ exercise book _____

10) *Using grams and kilograms*

Weigh a box of tissues. Answer _____

Weigh a box filled with books. Answer _____

Weigh a glue stick. Answer _____

11) *Using graduated units of weight*

You will need approximately 2 kilograms of a dry ingredient (such as flour, rice or sand) to do this question.

Measure out 100 grams.

Measure out $1\frac{1}{2}$ kilograms (1.5 kilograms).

Measure out 600 grams.

Measurement of Volume

1) *Informal units*

Circle the items that would hold about the same amount of water as a drinking glass.

cup kettle small milk carton bath bottle of soy sauce

2) *Ordering of different volumes*

Number these items from 1–4, with 1 having the least liquid and 4 the most.

bucket drinking glass bath medicine cup

3) *Awareness of need for standard metric units*

Why do we have measuring units such as the litre?

4) *Identifying appropriate unit of capacity — litres*

Circle the containers whose capacity you would measure in litres.

bucket cream carton swimming pool cup petrol tanker

5) *Identifying appropriate unit of capacity — millilitres*

Circle the containers whose capacity you would measure in millilitres

medicine cup bucket eggcup tablespoon petrol tank

6) *Indicating relationship between litres and millilitres*

How many millilitres in a litre? _____

7) *Knowing abbreviations for volume/capacity units*

What are the abbreviations for:

litre _____ millilitre _____

8) *Converting between units of volume*

How many millilitres in half a litre? _____

How many millilitres in a quarter of a litre? _____

How many millilitres in three quarters of a litre? _____

How many litres is 2500 millilitres? _____

9) *Selecting appropriate unit of measure*

Write the best unit of measurement for the volume of each item listed — litres or millilitres.

family-sized bottle of juice _____

drinking glass _____

fish tank _____

eggcup _____

washing machine _____

10) *Using litres and millilitres*

Fill a glass with water. Use a measuring jug to find out how much water is in the glass.

Answer: _____

Fill a bucket with water. Use a large measuring jug to find out how much water is in the container.

Answer: _____

11) *Using graduated units of volume*

Fill a graduated measuring jug with 50 mL of water.

Fill a graduated measuring jug with 750 mL of water.

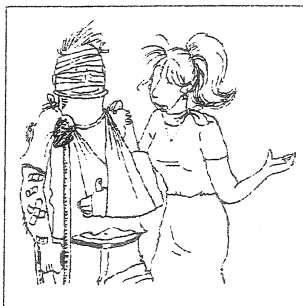
Fill a graduated measuring jug with 1 1/2 litres (1.5 litres) of water.

12) *Equivalent measures*

1 cup = _____ mL

1 litre = _____ cups

1/2 cup = _____



Module 10

First Aid

Professional judgement should be used to determine the relevance and timing of the following suggested activities.

Teachers will require a first aid text such as the *St John Ambulance Manual* for many of the following practical activities.

10.1 Emergency First Aid

Assist students to brainstorm 'What is first aid?'

Assist students to distinguish between first aid and medical aid.

Assist students to become familiar with the purpose and use of basic first aid items. For example, 'What equipment is needed to provide care for a minor graze that is bleeding?'

10.2 An Emergency

Assist students to understand the concept of 'emergency', and how to determine what type of first aider action is required.

Provide scenarios of different illnesses or injuries and help students to determine what type of first aid action is needed.

With a student, model the correct procedure for making an emergency phone call. Arrange students into pairs. Each pair role-plays an emergency phone call, alternating the roles of caller and emergency service personnel.

10.3 The Action Plan

The teaching and learning materials for this section provide a number of ways to present information. The detailed instructions for the action plan at the beginning may best enable your instruction, but may also be used by students who require less support with literacy. The summary pages are more easily used by students who require more support. Students

who experience difficulty in learning EAR and CPR will still benefit from knowledge of the action plan sequence. Learning experiences for EAR and CPR are best conducted by a trained first aid instructor.

Present the action plan as something that provides an overarching framework for every situation a first aider may face. For example, the 'Danger' step is applicable to every first aid situation, as is the monitoring of the casualty's consciousness, breathing and pulse.

Show a video of the action plan.

Model and explain the steps in the action plan. Have students demonstrate action plan steps as they apply to a particular accident or illness scenario.

Use a mannequin to demonstrate EAR and CPR, and to provide authentic student practice opportunities.

Plan learning experiences to assist memorisation of the action plan sequence. For example:

- Have students make summary cards for each step in the action plan, using illustrations.
- Have students practise steps in the action plan with a partner.
- Jointly make posters, brochures or a video of the action plan.

10.4 Bleeding

Complete a variety of practical exercises in stopping bleeding, using gloves, bandages, clean cloth or sterile pads according to the steps outlined. Incorporate scenarios that complicate the injury by including variables, e.g. an object in the wound, bleeding does not stop, no sterile water or dressings are available. Experiences should also be provided in determining the level of care needed by the casualty.

Example: penetrating wound caused by nail entering hand or foot.

What to do:

- Control the bleeding by applying direct pressure around the wound (not directly on top if foreign body is still inside)
- Keep the wound clean.
- Cut away or remove clothing, if needed.
- Do not try to remove the foreign body.
- Apply a sterile dressing.
- Rest the injured part in a comfortable position.
- Seek medical aid.

10.5 Burns

Complete a variety of practical exercises for burns using the steps outlined. Incorporate scenarios where there is danger, where the casualty requires 'stop, drop and roll', and where circumstances present issues related to the 'don't' advice box. Provide experience in determining the level of care needed by the casualty.

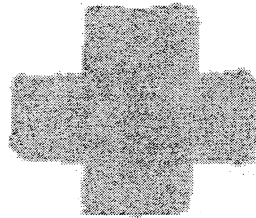
10.6 Shock

Complete a variety of scenario-based practical exercises for shock, using the steps outlined. Incorporate scenarios in which the casualty has signs of severe shock.

10.7 Breathing Problems

Have the students select one of the breathing problems and design a brochure or poster. Provide some brochures and posters that show examples of layout, headings, graphics and audience considerations.

Complete a variety of scenario-based practical exercises for determining the cause of the breathing difficulties and selecting the appropriate first aid care, using the steps outlined. Provide experience in determining the level of care needed by the casualty.



10.8 Serious Medical Illnesses

Have students select one of the serious medical illnesses and design a brochure or poster, or make a video. Provide some brochures and posters that show examples of layout, headings, graphics and audience considerations.

Complete a variety of scenario-based practical exercises for the medical problems in this section, using the steps outlined. Provide experience in determining the level of care needed by the casualty.

10.9 Medical Problems Caused by Accidents

Complete a variety of scenario-based practical exercises for the medical problems in this section, using the steps outlined. Provide experience in determining the level of care needed by the casualty.

Poisoning

Show examples of the types of poisons that can be found in the house and workplace. Read the labels, pointing out the poison symbol and any other instructions that students will need to know. Examples: drain crystals, dishwashing powder, ammonia, drugs, medications.

General Scenarios

The following are examples of scenarios that can be used to identify and demonstrate the first aid actions needed.

Situation 1

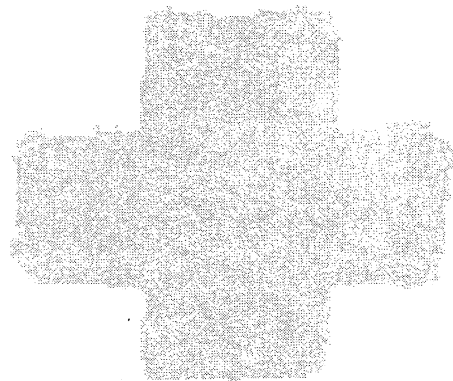
A pushbike rider knocks an elderly woman down on the footpath. When you go to help, you find:

- a wound to her left lower leg that is bleeding severely
- that she is complaining of severe pain in her left upper leg and cannot move it
- that she is breathing rapidly, is extremely weak and is experiencing nausea.

Situation 2

Two players collide at a football match at which you are a spectator. One player is injured. You note the following:

- He complains of difficulty and pain when breathing, especially in the right side of his chest.
- He is pale and sweaty.
- There is a cut above his right eye that is bleeding freely.



Vocabulary Template

Use this template to plan a list of module-specific terms that students will encounter. Indicate whether students should be able to read and/or use and/or understand each term, and whether this skill is essential or desirable.

Word	Read	Use	Understand	Must	Should